

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Cordova Middle School

Alhambra Elementary District  
5631 N. 35th Avenue, Phoenix, AZ 85017-1999

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

**Principal:** Ms. Karen Williams  
**Schedule:** 7:00 AM to 3:30 PM  
**Web Address:** [www.alhambra.k12.az.us](http://www.alhambra.k12.az.us)  
**E-mail:** [kwilliams@alhambra.K12.az.us](mailto:kwilliams@alhambra.K12.az.us)

**Grades:** 4-8  
**2002 Enrollment:** 840  
**Phone:** (602) 841-0704  
**Fax:** (602) 973-8416

## ▼ School Overview ▼

### Mission

The mission of Cordova Middle School is to create a positive and supportive environment oriented to academic excellence. Our students are our first priority and education is an ongoing partnership between staff, parents and the community. We believe in setting high expectations for all students. Our programs help students focus on academic success while also helping them develop responsibility and the characteristics of good citizenship.

### Organization and Philosophy

- w Academic Focus
- w High Expectations
- w Student Oriented
- w Hands-on Approaches

### School/Academic Goals

- w To expand student achievement and teacher instructional skill in the content areas of reading, writing, math, science and social studies.
- w To promote excellence and achievement by stressing high standards, expectations and attendance.
- w To work together to foster personal pride, respect for others, appreciation of diversity and positive self-esteem in students.
- w To work together to help students develop good study habits through the use of a consistent, organized, schoolwide study skills program.

### Instructional Programs

- w Advanced Math
- w Technology Instruction
- w Grades 7-8 Elective Classes
- w Extended Academic Day
- w Conflict Resolution Training
- w Steel Drum Band
- w Homework Assistance
- w Saturday Learning Academies

### Enrollment

October 1, 2001 School Year Student Enrollment:	799
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	80

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 5 Teacher(s)  
 6 Parent(s)  
 2 Community Member(s)  
 0 Student(s)

### Council Duties

w School Safety Issues  
 w Budget  
 w Student Discipline  
 w Parent/Educator Relations  
 w Improvement of Facilities/Grounds  
 w Extracurricular Activities

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	4.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	2	0	0
4 to 6 years	1	5	0	0
7 to 9 years	2	5	0	0
10 or more years	2	7	0	0

## ▽ Shared Responsibilities ▽

### School

We believe that education must be a joint responsibility between parents and the school. Our main responsibility to parents is to help each child develop strong academic growth necessary to function in a global society. Other priorities include expanding the role of parents in their child's education and involving all levels of the community in school operation and decision making. Midterm reports are issued at the five-week portion of the term.

### Parents

We expect our parents to be partners in the educational process of our students. We expect that parents will encourage good study skills, support strong academic achievement, expect behavior conducive to learning and promote regular daily attendance. We encourage our parents to become involved in school activities by participating in our Booster Club or School Community Council and by volunteering to assist in classrooms or with school activities whenever possible.

## ▽ Transportation Policy ▽

The Governing Board authorizes regular school bus transportation to and from school for special education students whose handicapping conditions require transportation as indicated in their respective IEPs; students living within one mile of the school where hazardous or difficult routes exist; and students who live one mile from school. Boundaries: 35th Avenue to 27th Avenue, Bethany Home Road to Camelback Road.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	178	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/29/03
<b>Operates on Traditional Schedule</b>			

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### Report Card Release Dates

11/7/02	1/23/03	4/2/03	5/29/03
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### Additional Calendar/Report Card Information

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## ▽ Resources Available at School Site ▽

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Technology Lab	W Math Manipulative Lab
W Parent Volunteer Room	W Parent Resource Center

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### Extracurricular Activities

W Superintendent's Geography Club	W Journalism Club
W National Junior Honor Society	W Chess Club
W Advanced Math Club	W Student Council
W Intramural Sports Program	W Drama Club

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### School/Community Resources

W Breakfast Program	W Lunch Program
W Afterschool Program	W Counseling Services
W Before School Program	W Parent Resource Center
W Community Classes	W Recreational Activities

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w In October of 1997, Cordova School was recognized nationally as one of five Schools of Excellence for its outstanding academic and enrichment programs.</p> | <p>w Cordova's principal was named National Distinguished Principal of the Year by the Dept. of Education and the National Association of Elementary School Principals.</p> |
| <p>w Cordova Middle School has been recognized by the Arizona School Board Association for Golden Bell Award winning programs.</p>                               | <p>w Cordova Middle School students have been selected as the Gear-up/Arizona Diamondbacks Scholarship Winners.</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	19.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	3.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	14.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.1 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
School of Excellence	1997
Crystal Apple Principal's Award	2000
Silver Apple Teacher Award	2000
Distinguished Teacher Award/National Geographic Ed.	2001

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	104	500	25%	21%	44%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	100	510	16%	25%	47%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	104	499	9%	41%	13%	37%
	State	61760	494	14%	40%	12%	34%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 8

Reading	School	110	504	16%	28%	45%	10%
	State	57484	504	24%	20%	40%	16%
Writing	School	107	499	7%	42%	48%	3%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	108	465	31%	52%	17%	1%
	State	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
4	Reading	94	41	53	100	52	54	57	52	54	41	56	55	67	56	55
	Language	100	42	47	100	51	49	58	53	48	43	49	50	70	55	50
	Mathematics	98	44	51	100	61	54	57	67	55	43	66	57	69	69	58
5	Reading	85	53	51	100	39	51	89	39	51	79	43	51	62	50	53
	Language	89	46	42	100	38	44	91	36	45	79	46	45	64	46	47
	Mathematics	81	59	51	100	58	54	86	51	55	80	61	57	64	65	59
6	Reading	84	39	53	100	50	54	82	44	53	71	46	54	64	55	56
	Language	87	34	41	100	43	44	86	39	44	73	36	45	65	50	47
	Mathematics	87	58	57	100	64	59	85	62	60	71	65	63	65	75	65
7	Reading	88	44	52	100	47	53	93	39	52	78	42	53	59	53	55
	Language	91	45	52	100	49	54	95	39	54	78	49	55	60	63	58
	Mathematics	89	46	53	100	52	55	92	41	56	80	58	58	60	69	60
8	Reading	95	53	54	100	47	54	80	46	53	75	47	55	70	48	56
	Language	94	46	46	100	41	49	80	46	49	77	47	50	72	53	52
	Mathematics	94	50	52	100	49	54	75	47	56	73	56	58	74	60	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 3-4</b>	<b>81</b>	<b>78</b>
<b>Grades 4-5</b>	<b>86</b>	<b>73</b>
<b>Grades 5-6</b>	<b>80</b>	<b>84</b>
<b>Grades 6-7</b>	<b>71</b>	<b>68</b>
<b>Grades 7-8</b>	<b>77</b>	<b>68</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The School Resource Officer visits all classrooms and delivers law-related education to the students. Classroom teachers use violence prevention curriculum in the instructional program. The School Safety Committee meets monthly to discuss safety concerns and works collaboratively with the Phoenix Fire Department. All classrooms display Character Counts banners and good citizenship guidelines are regularly reinforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,146	\$1,673,390
Classroom Supplies	\$50	\$38,648
Administration	\$496	\$386,654
Support Services-Students	\$140	\$109,414
Other Support Services and Operations	\$499	\$389,351
Total Expenditures- All Categories 2000-2001	\$3,331	\$2,597,457

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Karen E. Williams	(602) 841-0704	
<b>Transportation Policy</b>	Raymond Pacheco	(602) 841-0704	
<b>Community Resources</b>	Sharon Stevens	(602) 841-0704	
<b>School Nutrition Programs</b>	Vicky Friedenthal	(602) 841-0704	
<b>Parent Organization</b>	Susan Broderick	(602) 841-0704	
<b>Student Health/Nurse</b>	Cecelia Gardner	(602) 841-0704	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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